COLLEGE OF LETTERS AND SCIENCE FACULTY SENATE MEETING
3:30 p.m., 15 March 2010
272 Bascom Hall

1. Announcements, Questions, and Updates.
   a. Dean Sandefur reported that he will convene a committee of the faculty, academic, and classified staff to look at climate issues in L&S.
   b. Dean Sandefur invited questions from the floor. In response to a question about the status of the ACLS fellowship competition, he noted that L&S did not receive any.
2. A motion to file the minutes of the L&S Faculty Senate meeting held on 9 November 2009 was approved.
3. Report of the L&S Academic Planning Council. Dean Sandefur presented the report (L&S Faculty Document 281). The APC spent a significant amount of time discussing the UW-Madison "Strategic Framework" and activities L&S has undertaken to promote undergraduate education and to support graduate students, and the dean will provide a report on these topics at the next Senate meeting. The APC engaged in two unusual activities likely to have long-term effects. First, the council reviewed proposals submitted in Round II of the *Madison Initiative for Undergraduates* competition. More than 80 proposals were submitted, and the APC set priorities with the goal of supporting proposals likely to have the greatest impact on undergraduate students. Ranked proposals were submitted to the Provost's office and considered by student and faculty oversight committee. Results of the competition are expected in April 2010. The APC also reviewed 24 self-studies produced in the Cluster Hiring Initiative review convened by the Provost in Spring 2009. Council members weighed in on the consistently high quality of CHI endeavors and offered advice to the Provost about how best to sustain the program.

   Dean Sandefur also highlighted the APC's role in conducting Academic Program Reviews, an essential part of maintaining excellent academic programs. He thanked members of the faculty who have participated in reviews in preparing department or program self-studies and by serving on review or administrative committees. He concluded his report by noting that an election for a new faculty representative of the Arts and Humanities would soon be held. There were no questions concerning the report, and a motion to accept the report was approved.
4. Report of the L&S Curriculum Committee. Professor Sibert (Chemistry) presented the report (L&S Faculty Document 282). He highlighted three activities noted in the report, and fielded questions from Senators.
   a. Credit-generating departments and programs had been asked to review lists of courses that had not been taught in more than ten years, and to consider retiring these courses from the active course list. At the time of his report, the department and college level reviews were complete, and the lists of courses proposed for deletion were under consideration by the Divisional Executive Committees.
   b. The LSCC was asked by the Provost's Office and Registrar to consider how to deal with the concept of overlapping courses, which cannot be managed well in the Degree Audit System and which seems largely to be an L&S concern. After careful consideration and discovery that many "overlapping courses" are a relic of the pre-ISIS era, the committee proposes that the modern course requisite system is a better

mechanism for controlling course enrollment behavior. If a student meets prerequisites and is able to enroll in a course, the student should get credit for it; if prerequisites are set to disallow enrollment when students have already encountered substantially the same material, repetition is prevented at the time of enrolment. In cases where overlap is not unreasonable, this strategy can also guide students through the curriculum in a particular direction. College staff will work with departments and Curricular Services to develop a system for doing this. In discussion, Senators agreed with the committee view that some control should be exerted to prevent students from taking too much time repeating courses or taking introductory work. They presented various scenarios where students should be prevented from taking overlapping courses. In the case of "meets with" courses, it was observed that students are only prevented from taking these courses repeatedly if the department sets and enforces requisites. Departments will need to work together; for example, in the case of Statistics courses where general principles are repeated in more detailed courses; the department is in the best position to define an enrollment pathway using prerequisites, and it may be very beneficial to automate this. These changes will be more difficult in some departments than others; for example, Physics has a complex overlap rules that are currently enforced in DARS. It was strongly recommended that only one system be used, so multiple systems don't have to be maintained. Finally, if the requisite strategy is used, it will be important for the Departments to have more control over the system, since glitches in implementing these changes will need to be addressed rapidly. These recommendations will inform L&S discussions with campus level offices.

c. Turning to the last item on which the LSCC sought consultation, Professor Sibert reported that Dean Sandefur had asked the LSCC to consider whether the college should propose a "general" or "liberal studies" degree. Though the committee had not arrived at a particular model for such a program, the LSCC asked for additional input from the Senate. Among suggestions made:

- Past discussions of this topic have not been pursued due to concerns about creating "watered down" programs. Increased interest in interdisciplinary studies may change this perception; however, if a proposal is developed, it must be for a meaningful, rigorous program of study.
- Some students may benefit from taking a very wide range of courses, for example, students in pre-professional programs may not need to pursue a traditional major.
- Non-traditional and returning adult students may value being able to complete degrees started elsewhere.
- The Individual Major offers students opportunities to design flexible programs of study, in their own interest areas. Data from these majors may provide information useful in considering this issue.
- Students who wish to attend graduate school are best served by traditional majors, in traditional fields.
- The Integrated Liberal Studies program should be invited to engage in this discussion, whether or not ILS proposes that the existing certificate should become a major.

- As discussions progress, it will be important to consult students to see if they would be interested in such a program; however, some of the audiences that might be served by a "degree completion" program are hard to find at UW-Madison.

Senators encouraged the LSCC to continue these discussions, and expect to hear more at the next meeting. Professor Sibert thanked the assembly for their comments, which will guide future committee discussion. A motion to file the report was approved.

The meeting adjourned at 4:25 p.m.

Submitted by Elaine M. Klein, Ph.D.
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